

Scheme of Work History: Second year                      Unit Four : Britain and  
The Second World War Home and Abroad

Allocated Time:                      Six weeks (18 lessons) ( note lessons 14 – 17 are to allow extension of previous lessons over two periods where required)

Resources:

- AQA GCSE Modern World Third Edition Ben Walsh + Dynamic Learning
- Colonisation and Conflict
- AQA History B Historical Enquiry + Kerboodle,
- Orange Booklet Unit Three: The Second World War (Department resource)
- Neil de Marco: The Second World War (Photocopies).

Students will for the most part use dynamic learning at home. There will be sets of the Green Dynamic Learning Ben Walsh and the AQA book for use in school only. If students need a textbook at home there are old copies of the Blue Ben Walsh book

Aim:                                      The aim of this unit is to develop knowledge and understanding of a wide range of aspects of Britain during World War Two, including The War on the Land, in the Air, at Sea and at Home. It is also to gain practice in GCSE style questions

Topic/Section/Key Issues	Learning Objective	Possible tasks/activities	Resources						
<p><b>Lesson 1: German Advances and the Phoney War</b></p>	<p>1a: To identify German successes in the period September 1939 – 1940            1b: To explain why the Germans were so successful in this period  <b>And / OR</b>            2 a: To use evidence to come to conclusions about the British policy towards Germany in the first nine months of the war.            2b: To develop source evaluation skills to use successfully in a controlled assessment style questions ( Q1 + Q2 controlled assessment practice)</p>	<p>1a: Complete a chart, listing all the key dates of each important event in the war from 1939 – 1943.</p> <table border="1" data-bbox="1211 491 1706 647"> <thead> <tr> <th data-bbox="1211 491 1323 528">Date</th> <th data-bbox="1323 491 1547 528">Description</th> <th data-bbox="1547 491 1706 528">Outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="1211 528 1323 647">Sept 1939</td> <td data-bbox="1323 528 1547 647">Germany invaded Poland</td> <td data-bbox="1547 528 1706 647">Victory for Germany</td> </tr> </tbody> </table> <p>1b: Q1 p321 +Focus Task p322 Walsh  <b>And/OR</b>            2a. How useful are Source A, B and C to a student studying British policy towards Germany in the early stages of the war            2B: 'Morale in the first nine months of the war was high in Britain. 'How far do sources D, E and F support this statement</p>	Date	Description	Outcome	Sept 1939	Germany invaded Poland	Victory for Germany	<p>Ben Walsh p 321 – 323</p> <p>Neil de Marco p4 - 5 (photocopy) + p 8 – 9</p> <p><b>OR</b>            P 44 Historical Enquiry History B : AQA Alan Mendum</p>
Date	Description	Outcome							
Sept 1939	Germany invaded Poland	Victory for Germany							
<p><b>Lesson 2 : Dunkirk and the BEF</b></p>	<p>1. To identify the key facts about Dunkirk            2. To develop source evaluation skills to use successfully in the controlled assessment</p>	<p>1. Produce a fact file on Dunkirk:            Date of invasion,            German Planes:            British troops evacuated:</p>	<p>1. Walsh p323 – 324            2. Walsh p 323 – 324 And/ or AQA 46 – 47 and/or q3 p 59</p>						

		<p>French troops evacuated:  Number rescued by small boats:  Number of troops left behind: % of French army lost at Dunkirk:  % of French equipment lost at Dunkirk:  Date of Italians declaration of war on France:  Date of French surrender:  Name of self-governing region of France:  Leader of self-governing area:  Leader of the free French movement : ( use p 324 – 325, Walsh)</p> <p>2. Q 1,2 + 3 p324 Walsh  And/ or q 7 +8 p 46 AQA</p>	<p>And/ or Unit Three WW2 Orange Department Booklet.</p>
<p><b>Lesson 3 : The Battle of Britain</b></p>	<p>To explain why Britain won the Battle of Britain.</p>	<p>Q 1+ 2 p336: Walsh  Use this work to write an essay.  'The most important reason why Britain won the Battle of Britain was the British technology' How far do you</p>	<p>Walsh p 336 – 337  AQA p55</p>

		agree?	
<b>Lesson 4 : The Blitz</b>	To develop source evaluation skills to use successfully in the controlled assessment	Q1 – 5 p 300 Focus task p 309	Walsh P 300 – 301 + p 308 - 309 AQA p 55
<b>Lesson 5 : The Battle of the Atlantic:</b>	To explain the extent of the threat of the German U- boat threat to Britain during World War Two.	Essay: Explain why Churchill gave top priority to the U-boat threat. Refer to a) German success and the reasons for them 1939 – 1940 (Source 4) b) the impact on supplies the British navy and supplies. AQA q 4 p 52 Q 2+ 3 p 51 Q 4 p59	Walsh P 332 – 333 AQA p51 - 52
<b>Lesson 6 : U- Boats and Rationing p 290 - 291</b>	<ol style="list-style-type: none"> <li>1. To explain the impact of the U – boats on the supply of food in Britain during World War Two</li> <li>2. To develop source evaluation skills to use successfully in the controlled assessment</li> </ol>	<p>How successful were the British government’s policies to maintain food supplies in Britain during the war?</p> <p>Refer to</p> <ul style="list-style-type: none"> <li>• Production of food</li> <li>• Rationing</li> <li>• Propaganda posters.</li> </ul> <p>Q 7 p33 AQA</p>	Walsh P290 – 291 AQA p33

<p><b>Lesson 7: The Allied Bombing of Germany</b></p>	<ul style="list-style-type: none"> <li>• To explain the impact of the bombing raids on Germany</li> <li>• To use essay writing skills</li> </ul>	<p>Essay: Walsh: How successful was the Allied bombing campaign against Germany</p> <ul style="list-style-type: none"> <li>• Walsh q 2 p338</li> <li>• Walsh Focus Task p339 (debate)</li> <li>• AQA q 3 p57</li> </ul>	<p>Walsh p 338 – 339 AQA p56 – 57</p>
<p><b>Lesson8: D- Day</b></p>	<ul style="list-style-type: none"> <li>• To explain why the D-day campaign was a success</li> <li>• To interpret sources effectively to come to a conclusion about the past</li> <li>• To develop source evaluation skills to use successfully in a controlled assessment response (Question 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Q 1 p326</li> <li>• Question 1 p326 Q9+ 10 p48 AQA</li> <li>• How useful is Saving Private Ryan to a student studying the events of D-day?</li> </ul>	<p>Walsh p 325 – 326 AQA p 46 48 First Scene from Saving Private Ryan ( staff shared area, History videos Overlord: video on Staff shared area.</p>
<p><b>Lesson 9 : Conscription</b></p>	<ul style="list-style-type: none"> <li>• To use sources to come to conclusions about the impact of conscription and recruitment</li> <li>• To explain the impact of conscription and recruitment on males over 16 during the Second World War</li> </ul>	<p>Q 1,2 + 3 p282 – 283 What was the impact of recruitment and conscription on the male population over 16 during the Second World War? Refer to a) medics b) coal mining and the Bevin Boys c) electronics d) demolition e) working conditions f) Northern Ireland</p>	<p>Walsh P282 – 283</p>

<b>Lesson 10 : Home Defence during the Second World War</b> <b>a) Evacuation</b>	To develop source evaluation skills to use successfully in the controlled assessment.	Use Walsh p 299 AQA q 5 p 31 Q 3 p 37	AQA p 30 - 31
<b>Lesson 11: Home Defence during the Second World War:</b> <b>b) Air raids and Precautions</b>	To explain the impact of air raids on British Civilians.	Use Walsh p 298 – 299 How did the threat of air raids affect life in Britain during World War Two? Walsh p 295 q 1,2,3 + 4	Walsh p 298 – 299
<b>Lesson 12: Home Defence during the Second World War:</b> <b>c) The Home Guard</b>	To develop source evaluation skills to use successfully in the controlled assessment. (Question 2)	' The Home Guard served little purpose in the Second World War as they were largely disorganised and incompetent' How far do source 51 – 52 and a clip from Dad's army support his statement.	Walsh p 289 AQA p 28 – 29 YouTube: Clip from Dad's army
<b>Lesson 13 : The role of Women</b>	To develop source evaluation skills to use successfully in the controlled assessment (Question 1)	How useful are sources 80 – 82 p305 to historians studying the role of women in World War Two? OR AQA q8 p34	Walsh: P304 – p305 AQA p 34 – 35 Video: The era of the Second World War The Home Front Staff shared area: History videos
<b>Lesson 14: Propaganda and Censorship</b>	<ul style="list-style-type: none"> <li>To develop source evaluation skills to use successfully in a controlled assessment response</li> </ul>	Question 1,2 +3 p 286 – 287 Which is the most useful source to historians finding out how effective propaganda was? In your answer	P286 – p287 B. Walsh

	<ul style="list-style-type: none"> <li>To use sources to understand how effective propaganda was in achieving the government's aims during World War Two.</li> </ul>	<p>you should compare your choice to at least one other source.</p>	
<p><b>Lesson 18 Assessment</b></p>	<ul style="list-style-type: none"> <li>To use source evaluation skills in a successful controlled assessment 2 response.</li> <li>Students will understand how aspects of the past have been interpreted in different ways</li> </ul>	<p>'The Evacuation from Dunkirk in World War 2 was a great disaster for Britain.'</p> <p>How far do the sources you have used support this interpretation of the Evacuation from Dunkirk in 1940?'</p> <p>To answer this question, examine the sources you have researched on this topic. You should examine <b>3 sources</b> You should also use your own <b>knowledge</b> to comment on the evidence in the sources.</p>	<p>Choose 3 sources from Source 4 – 9 p323 – 324 and the clip from Atonement ( Elogy for Dunkirk) on the shared area.</p>